

**School Organisation Advisory Group meeting notes –
Additionally Resourced Provisions (ARP)
Friday 9 December 2022, 10am**

- Present:** Cllr Carole Pattison (Chair), Cllr Viv Kendrick, Cllr Elizabeth Reynolds, Cllr Liz Smaje, Cllr Yusra Hussain, Paul Evans (Headteacher, Southgate School)
- LA officers in support:** Martin Wilby (Head of Education Places and Access), Jayne Whitton (Principal Educational Psychologist), Jane Lima (School Organisation & Planning Team Manager), Ben Barnett (School Place Planning Officer – notes)
- Apologies:** Richard Noake (Diocese of Leeds – Church of England), Cllr Kath Pinnock

Purpose of Kirklees SOAG

To review the evidence to confirm the statutory process has been followed, and that there is enough rationale provided to enable Kirklees Council Cabinet to make a decision on the proposals

Netherhall Learning Campus Statutory proposals

**1. Netherhall St James CE (VC) Infant and Nursery School
Netherhall Learning Campus Junior School**

Prescribed alteration to remove the registered Additionally Resourced Provision for Physical Impairment from 31 January 2023.

**2. Netherhall St James CE (VC) Infant and Nursery School
Netherhall Learning Campus Junior School
Netherhall Learning Campus High School**

Prescribed alteration to establish Additionally Resourced Provision for Complex Communication and Interaction needs from 17 April 2023 at the infant and high schools with implementation at the junior school from 1 September 2023.

Overview

There is existing Additionally Resourced Provision (ARP) provision for physical impairment at Netherhall St James CE(VC) I & N School and Netherhall Learning Campus Junior School. This involves five transitional places at each school, which has not been operational for over two years. This proposal 'tidies up' what happened two years ago with the inception of a new model for SEND provision to support children with a physical impairment on a more permanent basis in local school. The transitional places for physical impairment would be removed under the proposals.

Instead, there are proposed to be 12 ARP places at Netherhall St James CE(VC) I & N School, 12 at Netherhall Learning Campus Junior School, and 20 places at Netherhall Learning Campus High School, for Complex Communication and Interaction needs. Therefore, the number of ARP places is proposed to increase, even though part of the proposal is to remove the transitional places for physical impairment.

When the non-statutory consultation was carried out in the summer, six new ARPs were proposed (along with the removal of the ARP for physical impairment described above). For maintained schools, a statutory process that must be followed. There is a different process for academies. So, whilst academies school are part of the first phase of ARP expansion, they are not subject to a statutory process and are, therefore, not part of today's discussion. The Council is not the decision maker for establishing ARPs in academies. Academies can use the evidence in the non-statutory consultation outcome report to submit a business case to the DfE. The DfE have confirmed they have already received two out of three of the expected business cases and decisions are expected shortly. Collectively, the phase 1 of ARP expansion is expected to create 84 places which would be a net gain of 74 places after taking account of the proposed removal of 10 unused places (Netherhall Learning Campus for 10 transitional places for physical impairment).

Phase 2 ARP expansion is at an early stage, but there is interest from schools. We would expect further proposals in the future for both of maintained schools and academies to further expand the number of places available, the geographical spread and types of provision available.

Review of statutory processes using checklist

A systematic consideration of each line of the checklist took place which led to the unanimous conclusion the statutory process had been followed correctly. There was some discussion about the timing of the non-statutory consultation, late in the summer term, but it was advised that as the places were required urgently, it was felt that running the consultation prior to, rather than after, the summer holidays was necessary. It was raised that formal consultation with pupils had not taken place. Whilst this does not prevent compliance to the statutory process, SOAG members expressed the importance of understanding the views of children and urged officers to factor this into future consultations.

Factors for Decision Making

These factors are derived from the guidance issued by the Department for Education: [Making significant changes \('prescribed alterations'\) to maintained schools statutory guidance for proposers and decision-makers, October 2018](#)

A thorough examination of the factors for decision making took place. It was agreed that officers would add more detail of how an ARP may operate to meet individual needs of pupils, into the section *Education Standards and Diversity of Education*. Under *Community Cohesion*, it was agreed officers would expand on how ARPs would intend to remove stigma and break down barriers, and actually improve cohesion as all pupils work learn alongside each other. It was agreed the section *Travel and Accessibility* would be amended to improve clarity.

It was also requested that the full context of the proposals (SEND transformation plan and all of the phase 1 proposals) be included in the final report to Cabinet to make this clear for readers.

Final conclusions and recommendations

- SOAG unanimously agreed that the statutory process had been followed.
- SOAG requested Officers consider how they could represent the views of children in future consultations.
- Subject to some minor amendments, highlighted above, SOAG agreed that there was evidence available in the documentation presented to demonstrate that the appropriate factors for decision making had been considered and addressed.
- Cabinet is able to reach a decision regarding the proposals.